The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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EDITORIALS:

World at Lessons

Flexible Debt Limit

Certain congressmen are again asking for a new and higher—meaning deeper—Federal Debt Limit. In 1939 it was forty-five billions. Then it was stretched to forty-nine. Now a limit of sixty-five has been approved by the House.

Fixing a debt limit is a good deal like making New Year's resolutions. The same body that sets the limit has only to move it along or disregard it completely and the national I. O. U.'s pile up endlessly.

Spend and Speed are the watchwords of the hour in national defense. Not only does our own military and naval establishment have to be built up rapidly, but we must help Britain and China and Greece with advances of money and credit and munitions. Money and credit have begun flowing from Washington to Buenos Aires and other Latin American capitals—to bolster trade and hemispheric solidarity.

Obviously we cannot pay for all these things from taxes. Perhaps, however, we should shoulder a larger part of them than we have yet done. Only thus, and with more stringent economies than Congress is likely to think possible, can any real curb be put upon our mounting debt.

Business Gains Slowly

Stimulated by defense spending, business in the United States shows improvement. Industry is said to be employing as many persons as in 1929—the surplus of several million unemployed being due to the growth of population during the decade.

Unless some invisible influence is still at work holding back industrial and commercial enterprise, business ought soon to take up all the slack of employment, even to the last boy or girl graduate typifying the yearly addition to the number of employables.

That something still holds back recovery is plainly indicated in the statements of many of our financial institutions. One of the very largest of these, the Chase National Bank of New York, showed in its latest balance sheet resources of over three billion dollars, about half of which is invested in government bonds, while only about one-fifth is out in loans for the furtherance of business operations.

Which Way Is Better?

Two teachers of English were exchanging ideas; not precisely that, since each had had long experience and was disinclined to adopt ideas in conflict with his own.

Said one of these teachers: "No matter how good a student's composition is, I always find something to criticize about it."

The other teacher said: "No matter how poor a student's composition is, I always find something in it to commend."

Which of these attitudes is better?

No hard and fast answer can be given. The second teacher gives encouragement to the slow student or the one who feels inferior. And encouragement is often stimulating.

The first teacher, on the other hand, may provide just the impetus toward perfection that is needed by the abler members of a class. It would be a great pity for one who is capable of excellent work to receive the highest rating for anything less than the best.

It takes all kinds of teachers to give well rounded development to all kinds of boys and girls. Every graduate of a school or college looks back to some teachers who contributed more than others to his education—and to very few indeed who did not contribute anything of value.

As for the two theories of correcting compositions—why may not both be worked at once by the selfsame teacher? "You have done well in these respects. But don't you see how much better you could do if you were to watch out for this and that?"

Such is the method—not of the head or of the heart alone, but of the two together.

Fortify Democracy with Books!

AN EDITORIAL IN FOUR PARTS

Not Even a Mark Hopkins

There are limitations to what even the best of teachers can accomplish if denied the facilities with which to work. In fact, the greater a teacher's knowledge, ability and inspirational power, the greater and more serious is the waste of these talents when proper tools are denied him.

Even in that rare situation which puts a Mark Hopkins at one end of a log—or bench—and only one student at the other, that student's education would still be incomplete without books, and the habit of using them. The vast treasures of human knowledge, experience, wisdom and creative thought are stored in books; and unless youth is brought up in the company of books, comes to love some of them, and learns by using many of them, how best to utilize others of them, he is poorly equipped and certainly not educated.

Now we all know that the ordinary classroom situation is no Mark Hopkins set-up. It shows a teacher out-numbered by pupils thirty to one. In a five-hour day each pupil's share of the teacher's time is only ten minutes.

Suppose about one-half of those five hours must be devoted to the dictation of exercises, questions, outlines or data, thus cutting the pupil's share of the teacher's actual teaching time down to five minutes. This is manifestly unfair both to the teacher and the class, since nearly all the needed material could have been placed in the hands of every pupil at once through the magic of print expressed in a set of thirty identical textbooks.

Nowadays much emphasis is placed on the individual needs of pupils. And this is as it should be. But while the teacher is giving special attention to Johnnie or Joan the other twenty-nine pupils, unless they are well-supplied with books, are likely to be marking time.

And the books should be modern books!

The modern textbook, like the modern teacher, meets the boys and girls where they are—as individuals. It is written, designed and illustrated to awaken pupils of varying abilities and give each one what he needs for mental growth.

The attitude of today's textbook is very different from that of yesterday's. No longer is it a case of "learn or be darned." The author of today really considers the pupil's mind; he knows what it can understand and deal with and what it cannot understand and will reject. He does not eliminate difficulties but reserves them until the pupil has acquired strength to cope with them.

To set textbooks above the teacher would be a great mistake. Textbooks are beneath the teacher—the foundation of his teaching. Into the textbook has been gathered the very pith and substance of the available knowledge in a given field. The latest textbook contains much material that is new to the average teacher. But even a teacher above the average, one who knows his subject to the last minute through wide reading, finds the textbook indispensable as a basis for his teaching. Not even a Mark Hopkins can teach successfully without the proper books.

Books for Defense

We are arming with the greatest possible speed and spending billions to create military and naval defense. Defense of what?

We are arming to defend and preserve Democracy and the American Way of Life. How do we bring up successive generations in our American philosophy? The public school is the biggest single factor in passing from generation to generation the American heritage of the rights, responsibilities and liberties peculiar to our American democracy. This is accomplished in the public schools by good American teachers, equipped with good American books. Our cultural heritage is passed on down the years through the medium of good books.

Our children and our grandchildren are going to be charged with preserving the Democratic Way of Life which our ancestors fought for, which we have been enjoying and which we are mortgaging the future to defend by force of arms. If, when we start paying for this, beginning soon, and for years to come, the schools practice unwise economy by scrimping on books we may lose what we have mortgaged ourselves and our descendants to preserve.

Economy more than ever before will be the word of the day. Speaking in dollars and cents, then, what is one of the least expensive ways of preserving democracy for the coming years? The answer to this is maintaining our schools at the highest level of

efficiency. This does not mean spending vast sums on physical improvements, but seeing that the children have the best of teachers and the best of books.

Day in and day out about 29,000,000 future voters and citizens in our public schools spend hours reading and studying books. These children spend twelve years in a bookish environment. About 1,350,000 teachers deal with these students and teach them through the medium of textbooks. These textbooks, if they are modern, well written, American in every respect, clear and foreful, exercise invaluable influence on the minds, characters and conduct of succeeding generations of citizens to be, as well as on those leaders in their communities—the school teachers.

For these 29,000,000 future citizens of our democracy we have been spending for textbooks little more than $1.00 a year per pupil.

Today because the attacker is right at our front door, we are spending billions to keep him off. Let's not leave the back door open for him to get in later when we think we either have frightened him off or licked him. That small amount we spend on school books—rarely more than 2% of the school budget—should be doubled to protect this investment of many billions—the mortgage payments our children are going to pay.

The textbook publishers perform a truly American service for the schools of the country and their product helps preserve for posterity our American heritage.

Save Pennies, Starve Minds

Are the pupils for whose mental growth you are responsible amply supplied with the mental food they need to grow on?

Or are they on a diet that threatens to undermine their mental health?

This mental under-nourishment may be caused in either of two ways.

The first is by the employment of second rate teachers; persons who lack the qualifications needed for their task. Education in many communities has suffered untold weakening in recent years of political job shuffling, and arbitrary barriers to out-of-town applicants and married women teachers.

The second way to cause mental under-nourishment consists in denying the children a reasonable allowance of books from which to read and study.

Let it be stated right here and now, that if the withholding of books were a policy that hurt no one but the publishers, much as we like these good fellows and enjoy their patronage, we would not make an educational issue of their misfortunes.

The plain truth is—that children and young people cease to thrive intellectualiy when they lack the needful books. There are other means of giving them real or vicarious experiences, of course. But no other formula has yet been invented to furnish them the bulk of their mental rations so economically, so easily and so effectively as does the modern textbook.

Textbooks, for some rather obscure reason, have been singled out for rationing. Maybe this is because they cannot raise objections. Or perchance it is because there is no fixed rule about the length of time a text may remain in use. Even when it is soiled and torn and distinctly out of date, a book can be rebound and given a further lease of limping existence, germs and all.

Text books cost varying amounts in varying schools; more in the higher grades than in the lower. But rarely is more than two per cent of the annual school budget apportioned to instructional supplies, including books.

Why this modest two per cent or any portion of it should be withheld or given grudgingly to the pupils, is a mystery whose solution would have to be sought from the minds and consciences of school board members.

If pupils are kept in school for other reasons than marking time, it would seem to be the height of common sense to provide the largest quantity of newest, most suitable books, that can be utilized to good advantage.

School boards and school administrators who truly desire to serve the educational needs of pupils and who find themselves under pressures that seem to preclude their spending what they ought on books, need only to lay the matter before their patrons frankly through their local media of publicity to discover that the public wants what is best for all the children and—when this best costs as little as books—will not haggle over the cost.

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The refusal of school heads to consider the purchase of textbooks whose copyright dates are more than two years old is ridiculous.

To be sure, books in certain fields such as geography and history, go out of date much faster than those in other fields such as arithmetic, spelling or a language. But an arbitrary time limit for texts in any field is a poor substitute for weighing each textbook on its merits.

Some books are so excellently written, organized and executed that they retain their teaching value indefinitely.

Oddly enough, the same school authority who spurns a text that has been out a year or two will sometimes send a mess of old and worn texts to be rebound, and will continue to use them, regardless of their copyright dates. Or, his propensity for

saving pennies may even lead him to buy books at second hand, again disregarding the matter of date, in addition to taking other chances.

Fortunately for the children of America the great majority of school administrators put the welfare of children above arbitrary rules and penny pinching.

Fine Arts and the Schools

One thing the schools have to be thankful for is the cessation of those attacks upon the so-called "fads and frills" of the curriculum. The schools are, in fact, to be congratulated on the survival of most of the subjects which once were the targets of the economically-minded revisionists. The fine arts, for example, have emerged stronger and more secure than ever in the great majority of educational systems. These studies may not be practical in the sense of aiding many pupils to earn a living, though of course they start some children in that direction. But they are intensely practical in their carry-over value. They enrich the mind and spirit.

Take music for example. Instruction in that subject has advanced a long way from the time when the learning of songs by rote was the main objective.

Today the pupils in a well-rounded music course learn not only to read music and to vocalize it in part singing, but also to appreciate the works of masters in vocal and instrumental fields. They have opportunity to study and practice the piano, or to play in a band or orchestra. Their musical taste and discrimination is cultivated. They come to enjoy that which, to untutored ears, seems unenjoyable and is likely to be dismissed as classical or highbrow.

Music, like drawing, painting and modeling in plastics, is in the curriculum to stay. The reasons for its being there are no longer open to question. The one caution that is needed is against a mere spectacular use of it—mere training of pupils to show off in school concerts. There are schools that go to the expense of equipping a band or orchestra with full sets of instruments, all bright and blarey, and with only the most meager amount of sheet music or music books to play from—just enough to get by with in a given program, but nothing more than this to grow on.

As a nation we still have far to go before we reach a stage that shall entitle us to be called musical or artistic. But the schools are leading us toward this goal.

Education's Supreme Challenge

CARROLL R. REED
President, American Association of School Administrators

To provide for the common defense; To promote the general welfare; To secure the blessings of liberty.

THESE words from the Preamble of the Constitution of the United States express the theme of the great convention of the American Association of School Administrators at Atlantic City February 22 to 27, 1941. Outstanding national leaders will speak at the general sessions. There will be thirty-three discussion groups upon important questions relative to the theme of the convention.

In these days of profound changes in human society American education and the American way of life are facing the supreme challenge of history. Can the schools of America hold the spiritual ramparts which constitute the first line of defense?

Those of us who have been school administrators long enough to remember the problems which confronted the schools in 1915 to 1919 can see the many startling points of similarity between those problems and the ones we are facing today.

Congress has recently made appropriations of $75,000,000 for vocational training in industries essential to national defense. At least 700,000 workers will have had this training by next summer. In 1917 America faced a similar need for trained workers but did not have the facilities to train them. The Smith-Hughes Bill was passed by Congress in 1917. Under the influence of this legislation vocational education has been provided by thousands of school boards throughout the country. Although we are still far short of our goal in this field of training we have made significant progress in the last quarter of a century.

Today bills are being introduced into Congress for an enlarged program of health, physical education, and recreation. In 1916 and 1917 a large majority of the state legislatures enacted laws requiring a minimum number of hours a week of physical training. This was because of the physical deficiencies found among men examined for military service. We are bound to have an awakening interest in health and physical training and again have the advantage of starting at a point far in advance of our position in 1917. However if we are to meet the challenge of

the dictators there must be more money invested in playing fields, gymnasiums, standards of health, strength, and endurance of our citizens.

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Although the American people have faith in education they reserve the right to criticize the schools in times of national crisis when some of the inherent weaknesses of American democracy become apparent.

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The present wave of criticism of education which is being stimulated by articles in popular magazines is the counterpart of the same attack upon the schools which flourished in 1917. The critics who claim that the schools have failed to develop free enterprise in our citizens or that our textbooks are subversive and unpatriotic are the same opponents who for the past twenty-five years have been attempting to reduce taxes by cutting teachers' salaries, by increasing the size of classes, and by curtailing the purchase of supplies and equipment.

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Schools have always been adversely criticized to some extent. In spite of these criticisms, improvements are being made constantly in all phases of school work and when improvements are made they are usually accomplished by the expenditure of more money.

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In this year of 1941 it is well for us to evaluate the work of the schools in the light of national defense. Are we teaching the meaning of American democracy? Are we teaching the dignity and worth of each individual personality? Are we teaching respect for truth?

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These and many other questions will be discussed at Atlantic City. A cordial invitation to be present is extended to all school administrators and others who are interested in education.

The Program in Brief

Some Prospective Highlights of the Administrators' Meeting in Atlantic City, February 22-27

SATURDAY, FEBRUARY 22

All Day—Registration and Exhibits in the Auditorium.

SUNDAY

4:30 p.m.—Vesper Service; Address—*The Citizens of Tomorrow*, by Rev. Ralph W. Sockman.

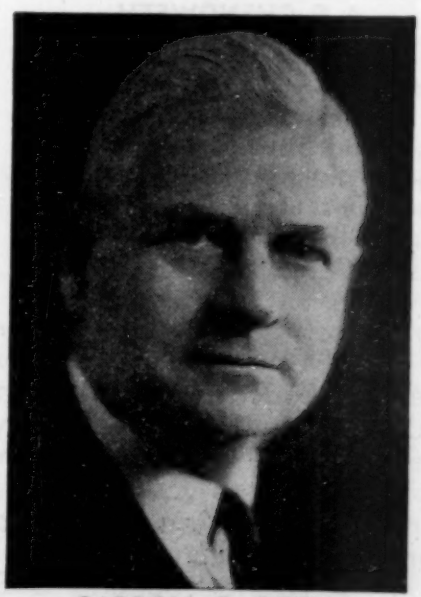
8:00 p.m.—A Program of American Music.

MONDAY

9:00—Address—*Education to Provide for the Common Defense*, by James B. Conant, President, Harvard University; Address—*The Responsibility of Educators for the Strength of Democracy*, by Hon. Harold E. Stassen, Governor of Minnesota; Address by Hon. John W. Studebaker, U. S. Commissioner of Education.

2:15 p.m.—Discussion Groups.

8:00 p.m.—Address—*Peace and Power Politics*, 1941, by Isaiah Bowman, President, Johns Hopkins University, Baltimore; Address—*Subversive Activities in America*, by Congressman Martin Dies.



CARROLL R. REED

TUESDAY

9:00 a.m. — Address — *Education and Economic Wellbeing*, by John K. Norton, Professor of Education, Teachers College, Columbia University; Address by Philip Murray, President CIO and member, Board of Education, Pittsburgh, Pa.; Address—*Business and Education*, by Willis A. Sutton, Superintendent, Atlanta, Ga.; Business Meeting.

2:15 p.m.—Group Discussion.

8:00 p.m.—Program by Associated Exhibitors. Members of the American Association of School Administrators and of the National Education Association will be guests. Presentation of the American Award to Dr. Frank P. Graves, Commissioner of Education, State of New York, 1921-1940; Musical Selections; Soloist, Gladys Swarthout, Metropolitan Opera Star; The Quiz Kids—in their radio broadcast.

WEDNESDAY

9:00 a.m.—*The Spiritual Aspect of Education for Family Life*—presented through music and verse; Address—*Public Education and the American Home*, by Aurelia Reinhardt, President, Mills College, California; Radio Dramatization of the Yearbook presented on the stage by a company of outstanding professional actors.

2:15 p.m.—Discussion Groups.

6:00 p.m.—College Dinners.

8:30 p.m.—A Group of Songs by Detroit Schoolmen's Club Chorus; Address by Major George Fielding Eliot, author and military expert.

THURSDAY

9:00 a.m.—Report of Committee on Resolutions; Address—*Education for Our National Defense*, by Ben G. Graham, Superintendent,

Pittsburgh, Pa.; Address—*Liberties and Duties*, by Everett R. Clinchy, President National Conference of Christians and Jews, New York City; Address—*The Truth and Fiction About the Fifth Column in the United States of America*, by Gerhart Seger, political refugee and former member of the German Reichstag, who escaped from concentration camp in December 1933.

Welcome to Atlantic City

A. S. CHENOWETH
Superintendent of Schools
Atlantic City, New Jersey

OF ALL the conventions which came to Atlantic City none is more welcome than the February meeting of the American Association of School Administrators. This great convention comes at a time of year when all our facilities can be used to the greatest advantage. It means more than a week of capacity business for our hotels and it brings a class of people whom our city is especially glad to entertain.

For us in the Public Schools this convention offers unusual opportunities to come in contact with the leaders in Education from all parts of the United States. It always gives us inspiration and renewed determination to do a better job.

Our convention facilities are so well organized that our teachers can really enjoy this educational meeting. Many of us do have minor responsibilities—and we are very happy to serve in every way we can—but our Convention Bureau cheerfully absorbs most of the hard work.

Our schools will be open throughout the convention and visitors will be cordially welcomed at any time. You will find substitute teachers or pupils in charge of classes here and there, but every class will be going ahead with its regular program.

A. S. CHENOWETH

Some of you will be interested in the adapted courses offered in our Senior High School at Albany and Atlantic Avenues. We think we are making progress in providing for the needs of pupils whose formal education must stop at or before graduation from High School. We shall appreciate your frank criticism and suggestions.

You may wish to see part of the rapidly expanding program for National Defense in our Vocational Schools. In our Boys' Vocational School at Illinois and Arctic Avenues you will find classes in Welding, Sheet Metal Work, Auto Mechanics, Wood Work, Electrical Work, and Radio Code, at almost any hour of the day or night.

Our program in Adult Education, apart from the Vocational Courses, is also interesting. Many of these classes are conducted in our Junior High School, Pacific and Ohio Avenues from 6:30 P.M. to 9:45 P.M.

There will be more details regarding our schools in the booklet which you will receive when you register. I hope you will find time to visit us. Please feel free to call at the School Administration Building, Pacific Avenue at Park Place, for any information or assistance we can give to make your stay in Atlantic City more enjoyable.

The ideal of democracy, of self-government, of fair play, of personal liberty can be preserved only if we organize ourselves to give practical expression to the fundamental human urge to work and create. We educators can do remarkable things with the educational machinery we have built up if we can set clearly before the community the ideal of creation; if we can release people in general from the stultifying fear of surpluses. If democratic leadership cannot say to youth under peacetime conditions as well as in wartime crisis—you are needed, prepare well, the way to the top is open—democracy cannot in my judgment survive the challenge of modern dictatorship.

—J. W. Studebaker.—U. S. Commissioner of Education.

The Problem of Study

.... and some principles that can be applied to solving it.

W. C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

I SPENT last summer in Vermont not far from where I went to school as a boy. One day a salesman tried to sell a farmer a book entitled BETTER FARMING. In his sales talk the agent told the farmer that if he bought the book and studied it the returns from his farming would be increased twenty-five per cent because of his increased knowledge. The farmer said, "Say, I don't farm half as well as I know how now."

Most of us don't do our work more than half as well as we know how. That is strikingly true in connection with what we teachers do and don't do about getting pupils to study. Nearly every teacher knows something about the principles of how to study. It is my conviction from observation and inquiry that only a small per cent of teachers do anything effective about teaching pupils how to study. In this respect they don't teach half as well as they know how, and the "they" includes supervisors, principals and superintendents as well as classroom teachers.

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One of the fundamental problems of elementary and secondary schools is the problem of teaching pupils how to study. Most teachers know that pupils must study intelligently in order to master subject matter and in order to attain good habits of learning. But most teachers do not teach pupils how to study.

Some general principles can be applied to the problem of teaching pupils how to study.

1. Pupils can be taught efficient and effective methods of study.
2. Efficient and effective study procedures depend upon the development of good study habits.
3. Good study habits hardly ever develop haphazardly and although bright pupils sometimes develop good study habits without specific instruction in how to study, they do so by means of the time wasting trial and error procedure.
4. The principal is primarily responsible for the inauguration of a program of teaching pupils how to study. Supervisors and, in the high school, heads of departments have responsibilities of supervision in the problem of getting pupils to study just as much as in the mastery of subject matter by the pupils. But more than anyone else the classroom teacher is responsible for the development of good study procedures by the pupils.
5. Most lesson assignments—some teachers say all—should include definite study suggestions.
6. Suggested study procedures should be elastic enough to allow some freedom of choice in procedure on the part of the pupils, but uniformity in all classes should exist to the extent that suggested procedures are definite.
7. There are certain things connected with efficient studying that all pupils in the higher grades should be taught to do. Some of them are:

(1) how to handle a book, (2) how to use the textbook in study, (3) how to use supplementary classroom material, (4) how to use a map, (5) how to use the library, (6) how to read graphs, (7) how to make graphs, (8) how to use a note book, (9) how to make and use outlines, (10) how to prepare and make oral reports, (11) how to memorize, (12) how to prepare assigned lessons.

This list is not given as a complete list.

Most teachers use the written or oral report assignment especially at the beginning of the school year. The subject of the report varies: An autobiography by each pupil, Football, My Town, Why I Am Taking The Commercial Course, and many other subjects or topics.

The following is a suggested procedure for pupils. It might or might not be uniform for all upper grade classes:

Preparation and study

1. Be sure you know what you want to report. Write out your purpose.
2. List sources of information: Your own knowledge. Reference books. Library books and other printed informational material.
3. Prepare a good opening sentence and introductory paragraph.
4. Make a topical outline.
5. Summarize the important things in the body of your report.

The above outline can be expanded. No claim is made that it is the best.

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It is my opinion that teachers should be careful not to insist on strict adherence to an outline for either written or oral themes, compositions, or written or oral reports. It is probable that an outline helps most writers. But it is certain that many writers would feel hampered by outlines. Many writers produce their best writing simply by sitting down and writing. That is true in many instances in which a person writes on a subject of which he has rather thorough knowledge and strong convictions.

An approach to the problem of how to get pupils to study can be made by finding out why pupils don't study. There is a good presentation of this approach in *The Clearing House*, January, 1940.

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Another approach by principals is a faculty discussion to find out whether teachers are aware of the fact that How To Study is a problem. There will be very little improvement in pupils' studying unless the teachers make an effort to improve the study procedures. It is certain that improvement in making lesson assignments is one way to improve study habits. Assignments do not need to be elaborate. They should be simple, and clear and definite. At the beginning of the year, at least, pupils should be given a summary of the assignment to copy. Here is a suggested summary of an

assignment that might be used in any one of several subjects:

Students will be responsible for daily reviews of previous lessons.

Read the new lesson rapidly once.

Read it over again slowly and give thought to the points, or topics, mentioned in the assignment. Use supplementary material.

Any program of improvement in study procedures and study habits by the pupils depends upon the teachers. How much do you know about giving instruction to pupils in the art of studying? How much professional reading have you done dealing with the problems of teaching pupils how to study? There is a considerable body of literature on the subject of study. The Education Index for the past decade lists a large number of articles on the problem of study and how to get pupils to study. The Education Index for 1938-39 and 1939-40 lists the following articles:

Building Better Study Habits—C. E. Finch—Journal of Education—October, 1938-May, 1939; June, 1939.

Getting Pupils to Study—E. H. Thomas—School Executive—57:487—June, 1938.

How Do Seniors Study?—L. J. Fliedner—High Points—22:28-32—June, 1940.

How to Study—E. P. Smith—Echo Publishing Company—4 Ash Street, Lewiston, Me.—1939.

How to Study Week—J. Fraden—Sierra Educational News—36:23—May, 1940.

If Only We Had Learned to Study!—R. R. Penhale—Journal of Education—123:162-3—May, 1940.

Library is a Study Room—C. J. Dalthorp—American School Board Journal—101:33-4—August, 1940.

Observations on Teaching How to Study—F. F. Powers—School Review—46:485-8—September, 1938.

Place of Study in General Education—P. R. Pierce—Curriculum Journal—11:119-22—March, 1940.

Planning a Program for Teaching Pupils How to Study—W. T. Gruhn and C. Conner—High School Journal—23:61-5—February, 1940.

Some Observations Concerning the Relationship of Time Spent at Study to Scholarship and Other Factors—D. G. Ryans—Journal of Educational Psychology—30:372-7—May, 1939.

Teaching of Study in Secondary Schools—C. B. Allen—bibliog.—Graduate School—Western Reserve University—Cleveland—1939.

Teaching Them How to Study—S. J. Hemleben—Journal of Education—122:270-2—November, 1939.

Ten Commandments for Successful Study—G. F. Kneller—Scholastic—33:7-8—September 17, 1938.

Tools of Study—R. C. Marten—Sierra Educational News—35-28—March, 1939.

175 *Pupils Tell Why They Do or Do Not Study*—F. I. Gary—Clearing House—14:280-3—January, 1940|

Schools in Time of War

A consideration of their Special Problems and Needs.

EMMA REINHARDT
Eastern Illinois State Teachers College
Charleston

A QUARTER of a century ago we were engaged in a war to make the world safe for democracy. At that time the cry, "education for citizenship," became almost as common as the slogan, "make the world safe for democracy." Ptrons as well as teachers were agitated over the need for the better developing of patriotic citizenship.

At the close of the war the general public turned its thoughts to other matters, and left to teachers the responsibility of finding ways to teach the democratic way of life. Now that we are facing another crisis, however, the public is becoming concerned again with the nature of our citizenship education. Many laymen are eager to offer relatively simple panaceas for preparing youth for life in a democratic society. Some place their faith in singing patriotic songs or waving flags; others, in reciting the oath of allegiance to the flag. To be sure, all of these things have merit. We must realize though that such procedures in themselves do not solve the problem of how to educate effectively for citizenship.

The real task of producing citizens who appreciate the advantages and the responsibilities of American citizenship goes on daily in every classroom where a high standard of work prevails, and where school management leads to self discipline and self control. There the child finds his place in a community of equals. He learns the mutual 'give and take' character of human association. He learns the basic civic virtues, such as honesty, justice, fair play, and loyalty. He develops respect for properly constituted authority. Education for good citizenship is an ever present aim of our schools.

Of course, the day by day devotion to duty that is required for teaching worthy citizenship attracts little attention from the public. It does not make the headlines. In itself it is undramatic. But it is vitally essential if democracy is to survive.

From the early days of our Republic statesmen have been keenly aware of the need of education in a democracy. As Jefferson so aptly said: "If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be."

In these troubled days when the force of H. G. Wells' widely quoted statement, "Civilization is a race between education and catastrophe," takes on new significance, it is highly appropriate for us to consider some of the special problems and needs of schools in time of war.

In the first place, schools must receive adequate financial support. When billions are being spent for national defense, it would be easy to overlook the needs of the

schools. We cannot afford such neglect, however, for schools are an indispensable part of a program of total defense.

The president of the National Education Association is stressing the importance of schools in connection with national defense. Recently he stated: "Many things are necessary (for a program of total defense), but certainly high attainments in health, morale, knowledge, skill, and physical fitness by our people, and especially by our youth are absolutely essential. The nation is certainly dependent upon a universal program of free efficient public education for such attainments. To attempt a program of total defense, if it is to be more than a temporary expedient, and at the same time to neglect our public schools is absurd and an utter futility. No straight thinking person believes that it is fair, just, or safe, for the nation to reserve the right to draft the lives of its citizens and at the same time fail to keep open to every child and youth, of whom supreme sacrifice may be demanded, a fair standard of educational opportunity."

Not only must schools have adequate financial support, but they must also have moral support. They need the confidence of their patrons. During times of tension, interferences with the operation of the schools are likely to be frequent and dangerous.

We must give teachers the privilege of teaching the truth in so far as the truth can be ascertained. They must be free to discuss the various "isms"—Fascism, Nazism, and Communism—at appropriate grade levels, in order that children may see them in their true light, and that they may appreciate the superiority of democracy. We must not make the mistake of confusing teaching about an "ism" with advocating an "ism."

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During the first World War many teachers were victims of unjust persecution. History appears to be in danger of repeating itself. Unless genuinely patriotic Americans are vigilant, freedom of teaching may be so seriously threatened that education will cease to be an effective hope of preserving democracy.

We must be fair, too, in judging textbooks and other materials of instruction. We are far too ready to label as "Unamerican" every textbook that mentions an "ism" or that offers a constructive criticism. An article entitled, *Treason in Textbooks,* that appeared in *The American Legion Magazine,* may have done not a little harm. Doubtless the author of the article was prompted by high motives. Nevertheless lofty intentions must be linked with sound knowledge. Investigation has revealed that the author had no first hand information about some of the publications he condemned. Many of his statements have been proved untrue, and the editor of the magazine has offered apologies. Unfortunately, apologies cannot counteract entirely the effects of the article.

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Laymen and teachers should give consideration to procedures to be followed when the personnel or the materials of the school are targets for criticism. Mr. Walter E. Meyer, editor of *The Civic Leader,* has proposed three principles which should obtain in every case. First, school authorities should be respected as specialists in public education, responsible for the teaching staff and for the materials of instruction.

▼

Second, a teacher or a textbook, when questioned by an individual or an organization, may be the subject of investigation, but neither should be condemned without investigation simply because of the attack. Third, when a charge is made, the American principle that the burden of proof falls not upon the accused but upon the accuser should be applied. If these principles are followed, our schools will continue to be, as every fair-minded citizens wants them to be, agencies devoted to ascertaining and disseminating the truth.

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A third need of the schools is a truly democratic organization. We render lip service to the idea of democracy in school organization without translating our polysyllabic words into action. We must give children an opportunity to practice democratic living.

▼

Doubtless our lack of understanding of the term democratic education hampers our attempts to organize schools democratically. Our diverse interpretations are called to our attention by the authors of the volume, *Learning the Ways of Democracy,* published by the Educational Policies Commission. They give six sketches, each of which represents a school typical of one idea of democratic education. Such expressions as "busy-work" school, "do-as-you-please" school, and "liberty-within-limits" school probably convey, even without further description, some idea of the differences in points of view in these schools. Yet, in spite of the differences, all of these schools are attempting to educate for democracy.

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Obviously, if schools are to give practice in democratic living teachers must understand democratic principles and acquire skill in their specific applications to teaching. One of the many books that offer practical suggestions is *Learning the Ways of Democracy.*

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Finally, if schools are to serve their function in time of war, laymen and teachers alike must have a full appreciation of the work of teachers. They must feel that work in the schools is as important as any other public service. A writer in a London magazine refers to teachers as guardians of the future. "For when armies melt away and the noise of battle dies down,

it will be the products of the schools who will repair the damage done."

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We hear a great deal these days about our first line of defense. Some think that it is in England; others believe that it is on our own shores. The fact of the matter is, if we are to guard against an invasion of foreign ideas as well as foreign bullets, our schools are now, as they always have been, our first line of defense.

Cooperation for Defense

CARROLL D. CHAMPLIN
Professor of Education
Pennsylvania State College

WE ARE going to hear a great deal about cooperation in connection with our national defense program, which is a cause sufficient to bring out the best citizenship we can demonstrate. All that we can do directly to assist the nation in the present crisis we should do with all our hearts—keep the laws respected and observed in our own communities, pay taxes ungrudgingly, vote honestly on every occasion, be loyal in thought and speech, help our relatives and associates to be well informed about the more important activities at home and abroad, resist subversive propaganda fearlessly after examining all foreign influences to which we are exposed, participate in public and private discussions dispassionately, utilize our full intelligence in the investigation of all problems that our leaders must solve and do everything within our power to make it easy for our government officials to be efficient and our neighbors to be friendly and peaceful during these months of international uncertainty.

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Indirectly, there is much to be done also. As practitioners of an important profession we should do all we can to put our educational house in order, a thing that should have been done long ago anyhow. The disparity between theory and practice and the excessive waste of materials, time and intelligence have been two of our most glaring faults. The duplication of effort without the desired increase in achievement is another weakness in our record. The failure to sense the public need and the popular will has impeded our progress and put us in a worse light than is deserved. We have accomplished, on the other hand, more than we have received credit for doing. We have brought about a fair degree of articulation throughout the entire educational system, which certainly is an evidence of some success in cooperative endeavor. We have won large patronage for the public schools in the face of strong competition, and we have continuously added elements of quality as well as quantity of instructional effort in our total educational program.

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Perhaps what is needed most of all is cooperation in professional self-defense. If we have been seriously negligent in the past, we certainly deserve to be placed on the defensive. The contribution we have made to American civilization is note-worthy, and we have good reason to be proud. We can help the general public as well as our future usefulness by making the history of American education available to a larger reading circle; and such a group would be very happy to have access to these fascinating facts. Here would be a sound basis for future cooperation. The parents of our pupils would be glad to learn the story of the evolution of our school, and they would thrill with the drama of adventure and achievement in connection with the heroic services of Horace Mann, Henry Barnard, Dewitt Clinton, Mary Lyon, Emma Willard and numerous others whose services are highly regarded by those who are familiar with the facts.

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The public schools long since should have been an object lesson in cooperation. What an effective model for the younger generation we would have if teachers and school officials could be more distinguished for their ability and their willingness to cooperate in all things? We are hearing much these days about the work-shop method of professional improvement. There is no better natural situation for the inculcation of the principles of collaboration than in the classroom of the common school. Here arise every day numerous opportunities to assert, yield, share or sacrifice. Here are literally innumerable developments that call for leadership, loyalty, submission and team-work. Here are the subjects of study and the prescribed assignments for training in both self-expression and self-abeyance. Here are introduced daily problems the proper solving of which is a challenge to demonstrate one's power of suspended judgment or one's self-confidence in decisive action. The

public school classroom will become a laboratory of practical and fruitful cooperation to the extent that all sorts of instructors, supervisors and administrative leaders set an inspiring example of pulling together in a common cause.

There have always been too many unbending men and women engaged in the work of the schools. Theories, policies, techniques and time-worn ideas not infrequently make us feel very righteous when actually we may be very wrong and psychologically sinful. We are all in danger of being hardened excessively by our so-called convictions. Educational eloquence is often founded on unwarranted dogmatism more than on insight into the truth. To remain tender-minded and tolerant is very commendable and profitable; but the fact is that too many of us are impenetrable and unconvincible when fresh thought and new procedures are recommended. We become hard-headed and superficially sophisticated when we neglect to test and rate ourselves and when we fail to inspect and emulate the work of our associates near and far.

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The practice of visiting other classrooms and recitation period is very humbling, and when we are frankly critical of ourselves we have to confess to a considerable degree of intellectual humility. It is fortunate for us personally and for the children we touch that we always remain at least slightly susceptible to the influence of the experience of sensing the superiority of others. Travel is reconstructively disillusioning, something that should prove profoundly satisfying to our professional souls. The welfare of public education depends on the degree to which we can all remain learners throughout our vocational lives; and the extent of educational progress during any period will always be measured by our ability to benefit one another through cooperation.

The inter-changing of teaching positions has long been recommended. One reason we have gone forward so slowly in this matter is that we are too little advanced in the actual exercise of professional cooperation. We shall make only moderate progress in this field on an interstate or international basis until we have learned the value of practicing exchanges within our own state and national borders. We have even forgot to experiment in the usefulness of exchanges within our own schools. What a glorious opportunity we have been muffing? It should be regarded as a necessity—a professional duty of vital significance—for us to learn the ropes and to assume some of the responsibilities of our institutional colleagues. What a harmful fumble this has been, looking back through the many years we have failed to derive the largest possible benefit from the resources close at hand! We now have another chance, fortunately for our reputations, to get together the full might of our professional power—in the service of communities where the civilian morale needs bolstering in this national crisis.

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Our country is maturing fast right now. The presence of danger, involving even a threat to our continuing existence, is causing us to lay aside levity and childish things in favor of a united front against a deadly enemy of democracy. We are making a conspicuous spurt in the direction of a fuller understanding of the meaning of fascism and communism. The year 1941 will prove fateful for us as well as for the countries of Europe. Some terrible episodes in human history are about to be perpetrated, and we must have our forces of defense fully mobilized. If medievalism through bestial combat wins out in Europe, what we do or leave undone will determine the destiny of mankind. Defense is more than military, industrial, economic and political activity. Any defense efforts will prove futile without sacrifices spread over a wide area; and the schools are going to be held in large part responsible for keeping our people pulling together, zealously consecrated to a moral and humanitarian crusade. What a chance we have to show Hitler, Goebbels and Mussolini the true meaning of morale, to demonstrate to them that all their boastfulness is vain-glory as compared with the patient, persistent and heartily approved defense program of the American people.

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American teachers are going to be called on to prepare local programs of popular civilian education and discussion. We are going to be asked to interpret the recent events of world history and to help the masses to keep informed about the latest developments in the rapidly spreading conflict. We shall be expected to secure cross-sections of public opinion and to measure and report the shifting convictions of our neighbors and the patrons of our schools. We shall have to help keep the people calm if an acute emergency overtakes us. What a challenge this is for those of us who have longed to be of greater service to our country, and what better opportunity have we ever had to prove our sincerity and to demonstrate our ability to cooperate intelligently and productively with whatever groups we shall be assigned to assist.

Teachers should be held in the highest honor. They are the allies of legislators; they have agency in the prevention of crime; they aid in regulating the atmosphere, whose incessant action and pressure causes the life-blood to circulate and to return pure and healthful to the heart of the nation.—Lydia H. Sigourney.

The Present Textbook Emergency

WILLIAM L. CONNOR
Superintendent of Schools, Allentown, Pennsylvania

The following article is reprinted from Pennsylvania School Journal, January, 1941, with permission of publisher and author.

ONE of the ablest teachers in a large city school system remarked to me recently, "Both textbooks and supplementary books are becoming so scarce in our city that we shall have to have a bond issue soon to replenish the shelves. No ordinary budget appropriation will take care of the need."

Everywhere over the State of Pennsylvania and elsewhere in the country at large complaints are beginning to be heard about the shortage of textbooks—the need for more and better books. The most obvious explanation for what has happened is this: During the depth of the depression, teachers, principals, and superintendents were more than happy to cooperate with boards of education in reducing expenditures for textbooks, and took pride in the economies which they could bring about by using old books, rebound books, or, in some cases, even doing without books. Then, as the depression waned, boards of education, urged by taxpayers' associations, began to look on low expenditures for textbooks as an evidence of efficiency in school administration and to redouble their efforts to keep appropriations for textbooks at the new low.

Textbook Schools

But this is not the whole story. Teachers and school officers are in part to blame for the present situation. At the turn of the century, American schools were textbook schools. Almost the sole duty of the teacher was to see that the pupils learned what was in the textbooks provided for them. Learning consisted largely in drill and examinations suitable for checking, through words, the effect of drill. This led to verbalism on the part of children of average and less-than-average ability, and provided real education only for those abler pupils, from better social environment, who were able to supplement the textbooks taught in the schools from libraries in the home.

To counteract this tendency, teachers in the expanding normal schools and teachers colleges began to inveigh against the slavish use of textbooks and to point out errors of fact in them; and, in order to destroy uncritical belief in the printed word, they went past the valid point they had to make and all but destroyed any belief in the printed word. Thus the true value of textbooks was not inculcated in the minds of young persons in teacher-training institutions; and, when these persons became teachers, they, in turn, created distrust of the textbook in the minds of pupils in the schools.

The Progressive Education movement, with its emphasis on problem solving, minimized the need for textbooks and exaggerated the need for a wide variety of supplementary books for reference and general reading. There was a time, no doubt, when this emphasis on problem solving and the importance of using books rather than slavishly adhering to any one book was important, but it seems today that even that movement has gone too far.

The Role of the Workbook

Another reason for the decline in the amount spent for textbooks in recent years has been the growth in popularity of the workbook. There is not space to analyze this movement, but, in general, it is safe to say that even the best of workbooks tend to reduce the achievement of pupils in the classes using them to a dead level of mediocrity. Workbooks are never an adequate substitute for textbooks; and, as frequently used, they consume much time that should be given to intelligent analysis and discussion of the content of textbooks and supplementary materials. It is impossible at this time to tell how much taxpayers' money, and pupils' time, has been diverted from the purchase and use of legitimate textbooks to the purchase and use of medioere workbooks.

Teachers of English and the social studies have, perhaps, been guiltier in all these respects than most others. In the case of English, the minimum essentials in facts and skills needed by all are extremely small. In spite of this, textbooks have grown in size as each author has attempted to provide the material needed to stimulate eager reading, writing and talking, all in the effort to solve life's problems, and, incidentally but certainly, to supply pupils with sufficient motive to acquire the desired facts and skills. Either the authors of English textbooks have failed in their purpose, or the teachers of English have failed to recognize how well they have really done, for, in this field above all others, there has been a tendency to abandon the textbook even as a guide. One of the more constructive critics of the situation analyzes it thus:

"But the essential education of youth comes from their contact

with creative teachers and dynamic instructional materials. An excellent teacher as well as one who is mediocre needs tools, such as dictionaries, reference books, anthologies of literature, individual classics, language-composition texts, and practice materials in the English classroom. Evidence of the creativeness of a teacher is not that she teaches without books but that she so teaches with books that her pupils develop independent study habits essential to continuous self-education.

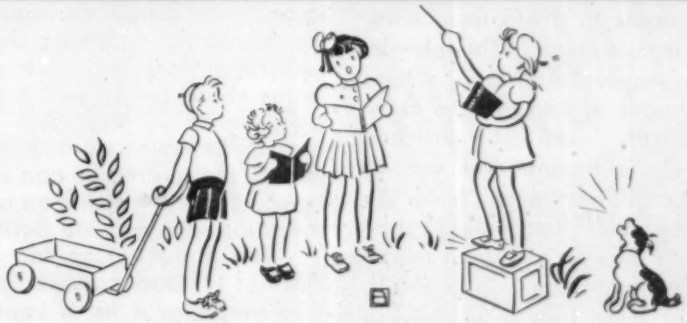
* * * *

"Whether or not pupils buy their books, they should learn to take care of them. That teachers and pupils using free textbooks are responsible for the physical condition of the books is a routine fact known to school authorities and to taxpayers. But far more important than physical care of equipment is its intelligent use in furthering learning.

"If, as in the case of most textbooks nowadays, a book has been prepared based on classroom situations, teachers and pupils will gain from studying the author's organization of experience, the typographical aids, the study guides, the suggested bibliographies. To say that a teacher 'follows' a textbook may be a compliment if the book as written is adapted to her pupils. Merely to skip around in a book or to paraphrase the assignment does not necessarily increase its learning value to the pupils."

In the case of history and the other social studies, the facts and skills are so voluminous that the textbook writer is confronted with the dilemma of writing an interesting story of the periods or topics to be studied, without much meat, or of packing the book with so many facts that each sentence requires close analysis, and supplementary reading or personal illumination by the teacher, to make it clear. However, the best textbook makers have added reading and study helps and special exercises for the development of projects vitalizing the work. The teacher of the social studies who is inclined to accept the current criticism of textbooks might do well to consider the following statement:

"It is easy to overemphasize the deficiencies of textbooks. In comparison with courses of study, they are far less abstract and far more explicit; they are more competently made; the organization and sequence are better; and the references appended to the various sections are, as compared with those in courses of study, distinctly superior. The average textbook is far sounder, pedagogically and from the point of view of scholarship and up-to-dateness, than the average course of study; and the best textbook is probably better from any of these points of view than the best course of study. Un-



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doubtedly, the worst textbook is far from being as objectionable as the worst course of study in content, in organization, or in the methods of teaching recommended."[2]

The Selection of Textbooks

It would be easy to go on into other subject-matter fields, such as science and even mathematics, but enough has been said to bring home this point: If they are to persuade boards of education to buy the textbooks their pupils need in order to profit most from the instruction given in the schools, teachers, supervisors, and school administrators need to take a more constructively critical attitude toward the selection and use of textbooks. They must learn to select the best textbooks; they must learn how to use them to the best advantage; and, above all, they must learn how to explain to boards of education the need for more and better textbooks.

Teachers colleges and graduate schools of education need to offer courses in textbook selection and use, not just a few prejudiced class exercises at the end of special methods courses. They might even include, for advanced students of exceptional promise, something of the art of textbook writing. Thus the new teacher coming into the schools might be brought to understand and appreciate, and to acquire some skill in using the commonest of all educational tools, the textbook.

Many textbooks today are good textbooks. Many of them are supremely good. However, there are still pot-boilers among them—books unworthy of the authors and the publishers who produce them, books sold on price or other considerations than merit. More discriminating choice of textbooks may even lead publishers to adopt more uniformly high standards for their books and sounder methods of advertising and marketing.

Cost of Textbooks

Now to the problem of expense. In their efforts to reduce expenditures many boards of education in smaller districts have adopted the policy of selling old books to secondhand dealers and purchasing for current use other secondhand books from them, and nearly all of the boards in larger districts have established repair stations for books. The first practice gives opportunity for questionable dealings. Within proper limits, the second practice is sound. However, it is common knowledge that a repaired or re-bound book has numerous disadvantages over a new book.

a. It lacks hygienic qualities and may be conducive to the spread of disease.

b. It lacks stimulating qualities conducive to learning because of its worn or drab appearance; and, due to the methods used in repair, it is frequently difficult to read and almost impossible to use effectively for close and continued study.

c. It lacks the corrections and improvements which find their way into new printings. Practically every printing of a book nowadays contains vital improvements.

d. It tends to prevent the adoption of new texts, even when the authorities know that newer books are needed.

The writer has looked into the matter of textbook expenditures as reported in the financial reports of the boards of education* in certain selected districts in the State of Pennsylvania. His findings appear below:

EXPENDITURES PER PUPIL FOR TEXTBOOKS
In Selected School Districts of Pennsylvania

	1939-40	1934-35	1929-30	1924-25
1st Class				
Philadelphia	$1.02	$1.04	$1.55	$1.37
Pittsburgh	.58	.69	1.02	1.12
2nd Class				
Allentown	.99	.79	1.74	.86
Erie	2.37	1.10	1.75	1.64
Lower Merion	2.72	2.33	**	**
Scranton	1.24	1.49	1.55	1.82
York	1.06	1.21	2.02	2.08
3rd Class				
Abington	1.68	1.41	2.13	
Blakely	1.71	1.62	1.61	
Clearfield	1.66	2.11	1.53	
Dunbar	1.21	1.16	.61	
Greensburg	1.80	1.45	2.12	
Kittanning	1.29	1.47	2.02	
Middletown	.84	1.30	1.22	
Nazareth	1.12	1.11		
Pottstown	1.57	1.69	2.01	
Steelton†	.69	.74	1.90	

** Third class in 1924-25 and 1929-30.

† Supt. Aurand of Steelton reports an average of $1.28 for the five years, 1936-40.

* Data supplied by the State Department of Public Instruction from the Annual Financial Reports of the several school districts of the State.

Only Half Enough Paint

Although the consequences are not so immediately apparent, sending teachers and pupils to their classrooms with an inadequate supply of textbooks is a bit like sending troops into battle without modern guns, ammunition, and airplane protection against an enemy with all these things. Perhaps, for those who do not follow the war news, if any such there be, a clearer and homelier statement would be, "like sending a painter out to paint a house with only half enough paint."

Clearly, textbook expenditures are not as liberal as they one were. This change has occurred in the face of more rapid social change

As One Publisher Sees It

Superintendent Connor's article, upon its first appearance in the Pennsylvania School Journal, drew forth the following statement from a textbook publisher:

"It is known by the well-informed that it costs only 2% of the expense of education to equip a school with new, fresh textbooks throughout.

"Obviously, then, only a comparatively small economy can be made by attacking this 2%, whereas very effective economies could be made by attacking the 98%. The 98% of expense, however, goes to taxpayers in the town who can raise a row. The 2% goes to an outside creditor who can do nothing.

"The figure for saving of dollars in textbooks looks large to the taxpayer if he is kept ignorant of the other figure fifty times as large which is being spent for education. To be candid the school executive should say, 'we are saving $10,000 in textbooks at the risk of vitiating the $500,000 that our city spends otherwise for education.'"

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than has ever ocurred in the world before, and an equally rapid change in the character and ability of children in the schools. Both of these changes call for changes and improvements in textbooks. Recognizing the conflicting need for economy, how shall we bring about more adequate provision for textbooks? This is the problem of each and every school district.

One superintendent reports that he set up an exhibit of textbooks in use, showing their good and bad points both as to content and physical condition, and thus made his board of education aware of the problem of providing better textbooks. Whatever the plan employed, it is clearly the problem of each and every teacher, principal, and superintendent to appraise the textbook problem in his district and to find ways and means to make his board of education aware of it and anxious to help solve it.

Better Education for Every Child

In the face of the present general wave of economy, this will not be an easy task. However, most members of boards of education are patriotic citizens, and will respond to any sound plea for patriotic action. In nearly every district where expenditures for textbooks are below the average it can be shown that teachers did make sacrifices to get on as well as they might when, due to the depression, funds were low; that these sacrifices have put an extra burden on the teachers; and, finally, that they are beginning to be reflected in poorer work by pupils at a time when the needs of the country demand more and better education for every child. Once this need is made clear, boards will act to improve the situation. Only when members of boards of education are made aware of the problem and their interest enlisted to solve it—only then can the problem of providing more and better textbooks be solved.

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[1] Broening, Angela M., **Conducting Experiences in English**, D. Appleton-Century Company, 1939. pp. 328 and 336.

[2] Horn, Ernest L., "The Crisis in Instructional Equipment," **Business Education World**, Vol. XXI, No. 2, October, 1940. p. 3.

The Return of Oral Reading

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

AN OUTSTANDING problem confronting teachers is the relative importance of oral and silent reading. Only a few years ago the greater emphasis was placed upon oral reading; then a reaction set in and oral reading was forced into the background. Now the profession is beginning to strike a median—educators adept in the field are stressing the inherent values of each.

Alta McIntire[1] says, "Both oral and silent reading are important in our program, but possibly the lower grades need more oral reading than the more advanced grades." Betts[2] says, "From such reading (oral) the reader can detect reversal tendencies, word by word reading, inadequate phrasing, faulty word recognition habits, inaccurate perception, omissions, substitutions and insertions." As quoted in the *Research Bulletin* of the National Education Association[3]: "Many schools should re-examine their practices and reinstate a sound program of oral reading instruction. . . . Oral reading assures the accurate association of printed words and word sounds, creates a firmer bond between words and ideas, aids the child in spelling, tests understanding, develops a pleasing speaking voice and establishes proper voice control. Because of obvious values, such as these, a suitable amount of oral reading instruction should be provided in all the grades, taking care only that oral reading does not crowd out ample training in effective silent reading."

Judd[4] and Buswell[5] stress the point that oral reading should receive the major emphasis until the rate of reading approaches the rate of speech—which is about the fourth grade—then the emphasis should be shifted to silent reading. Otherwise, the constant pronunciation of words in oral reading may result in lip movement and decreased rate.

It is possible to offset these dangers through the use of a well-balanced program of oral and silent reading, the skillful teaching of all phases of reading, systematically teaching vocabulary and phonics, and preceding each oral period by an intensive silent reading period. While speed in reading is desirable we must remember too, that there can be such a thing as too much speed—speed is not everything. The good reader thinks as he reads—he compares, contrasts, analyzes, gathers vocabulary, builds new ideas. This takes time.

Not long ago a friend told me he had read a new book the evening before in just three hours. When asked what it was about he did not know; when asked the title he did not know; when asked to name the author he did not know. It is balance that we want

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in reading—not speed at any price.

In the Guide Book[6] for the Elson-Gray Basic Readers we find, "A program that neglects oral reading entirely is as unbalanced as one that gives excessive practice to that form of reading. . . . Oral reading, even though it is a slower process, can be as thoughtful as silent reading. . . . The enriching values of oral reading should not be under-estimated. They include, among others: (1) The improvement of pronunciation and enunciation; (2) Development of the ability to express meanings effectively by varying the inflection and the rate of speaking; (3) Development of ease, poise and confidence."

A questionnaire submitted to seventeen elementary schools in the spring of 1940 resulted in these findings: (1) The reports from seventeen buildings indicated that the respective faculties believe in the value of oral reading in grades one to seven; (2) The reports from fourteen buildings state that no less than 35% of the time for formal reading should be devoted to oral reading; (3) The reports from twelve buildings state that from 35 to 75% of the time should be given to oral reading in the elementary grades. The per cent should decrease from 75 in the first grade to 25 in the seventh grade; (4) The reports from four buildings indicate that in each grade 50% of the total time for formal reading should be devoted to oral reading.

Other specific suggestions are: In the first grade 75% of the time should be given to oral reading; in the second grade 50%; in grades three to seven 25%. Others recommend 65% in grades one to three and 35% in grades four to seven.

One factor we should keep in mind is this: children above the third grade do a great deal of silent reading in their English, Social Studies, Science, Speech and Library work. That is a very important supplement to the silent reading program especially if every teacher proceeds upon the basis that reading is not an isolated subject—that every teacher is primarily a teacher of Reading.

Shall all members of the class use the same text during oral reading? This question causes considerable disagreement. However, when the purposes of oral reading are analyzed the differences of opinion should be minimized materially. If the purpose is motivation, award for achievement, making known the results of research, demonstration or other phases of audience reading the members of the class may not need any books at all. Those who do the actual reading will in most cases have different books. How-

ever, when oral reading is used as a means for teaching children how to read—it should be used for that purpose regularly and systematically in all grades from one to seven at least—all members of the class should have the same text.

Alta McIntire in Monograph No. 8 says, "Children are not necessarily disinterested or bored by the oral reading of material which they all have in their hands. Much depends upon the way in which it is handled."

Gray and Liek[7] give the following suggestions for the improvement of oral reading: (1) A good reader should always be heard but he should not read too loudly; (2) He should read smoothly but not too fast; (3) He should read distinctly; and pronounce his words accurately; (4) He should stand or sit correctly: (5) He should change his facial expression to express the mood of the story; (6) He should bring out the thought clearly; (7) He should learn to control breathing pauses; (8) He should make careful preparations, paying close attention to difficult words, phrasing and thought.

This point is important. An adequate study period should precede every oral reading period so that all children will have an opportunity to learn unfamiliar words, and to read the entire lesson one or two times silently. This will afford the class a chance to study vocabulary, phrasing, characters, and the trend of the story. Little good can result from oral reading without preparation.

Summarizing: (1) Oral reading is important enough to command a regular place in the technique of every teacher of reading. It is an effective tool for teaching children to read. Each child from grade one to seven should have an opportunity to read orally every day; (2) Ordinarily, children should not be permitted to read long passages since by so doing they deprive others of the opportunity to read; (3) From 35 to 50% of the time alloted to formal reading should be reserved for oral reading. In cases where there is not enough time for reading the teacher should combine other subjects or in some way try to find ten or fifteen extra minutes to devote to reading. After all, reading is the important subject; (4) In the formal oral reading period every child should have the same text. This will make it possible for all children in the group to learn vocabulary, pronunciation, phrasing and enunciation while one child is reading orally. It is true that beginning with about the third grade children read to learn but it is just as true that they still need to learn to read—and perhaps will until they are well along in high school.

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Another "Lady in the Dark"

MARY ELIZABETH O'CONNOR

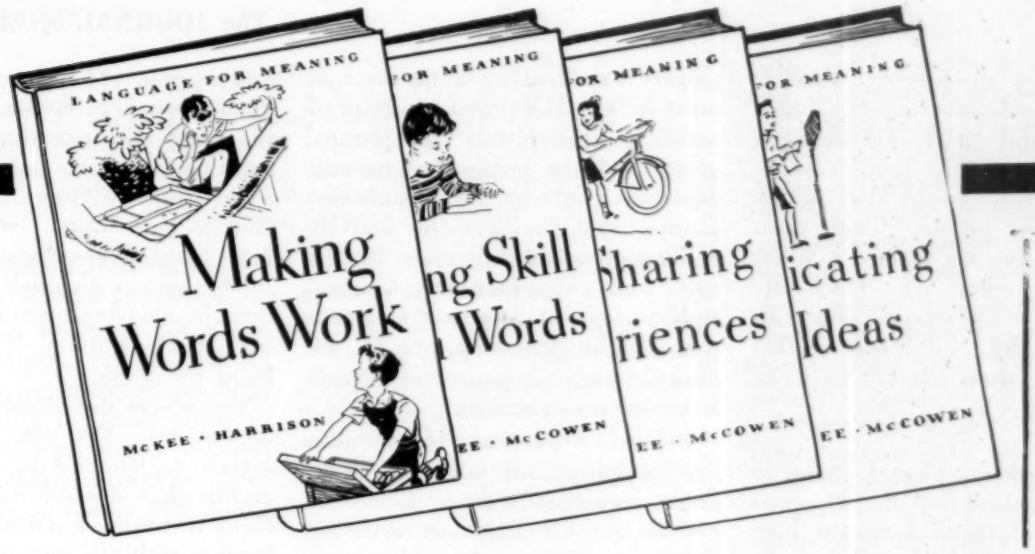
I AM an American school teacher not "just a teacher." I teach the fifth grade, a most important job. There are thousands of me up and down the "Land-of-the-Free." I might be teaching any other of the first eight grades. I just drew the fifth. It isn't the grade that makes me important although I realize that my eleven- and twelve-year old children are beginning to judge for themselves, judge quite seriously, and impressions are consciously taking root in them fast, so I must get light on a certain subject if I am to help *them* to get it before it is too late. I suspect all teachers may be feeling more or less the same at different levels. But then I am a fifth grade teacher in the American schools. That is my job and I am groping in the dark.

▼

Everybody tells me I must teach "Democracy." It was the keynote of our Superintendent's opening address this year. "We must teach our children to appreciate and love Democracy." Every educational magazine I read has articles on something to do with democracy although it is often not clear just what. Right now I see one, "The Role of the Educator in the Present War Crisis." Does the author mean me? They say this war is for Democracy. The N. E. A. Educational Policies Commission sends me a lot of material, too. I am enthused when I read it. The newspapers also are haranguing me. "Education for Democracy" is the only hope we have they say. My! Does that mean me, too? And then all these people who, they say, are not true Americans, trouble me. How do you tell them? And who determines who they are and how you are to tell them,—that is another line of thought, too. Then I hear a lot about the "American Way." Are the "American Way" and "Democracy" one and the same thing? I have a cousin on the City Council in my home town. He talks about "powerful minorities" and "pressure groups." Are they the "American Way" or are they "Democracy," or are they both? Maybe I ought to know about them, too.

▼

Well, I think I will tackle just



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one of these questions. What is Democracy—Democracy for American boys and girls? Do we need to redefine it for use in the schools? Yes, maybe that is one point, maybe we do. Then what is it? How can we teach it? What must I do about it? One lone teacher in a classroom, what *can* I do about it? I'll think on this for a week then I'll try to write my answers.

* * *

Such a week! First I spoke to my principal about it. He was disturbed. I think I caught him unawares. Maybe he hasn't thought much about it. Of course, he talked a lot about patriotism and assemblies where the children took part and teaching good citizenship. He is a very nice man but in the end he looked at me kind of queerly as if maybe I had better not inquire too deeply. He did not help me much.

So I read some more and talked with my family and a few friends among the teachers. I was surprised how much some of the teachers have thought about it and how worked up inside some of them are. I got some good ideas from them, too. They are strong for having more to say about what you do—more to say about the decisions made in all lines. They feel that teachers and pupils should all have a voice in many more school decisions. Finally I sat down and said, "Now I'll think this thing through for myself" and these are my thoughts:

Democracy is more than an ideal, more than an attitude. Democracy is a program. Deep and solemn respect for the individual must go forth in protection and development of individual activities. The attitude is not enough. Alone it makes non-resistant citizens. We must have individual activity respected and protected by every other individual. Representation and participation in the activity of the group must be opened to all who have to bear the consequences. Again it must not be merely an ideal or a theory. It must be a well defined program of activity, individuals in groups, groups within groups, plans and decisions made by individuals and groups who perform the activity and take responsibility for the results and consequences. General welfare, appeal to reason and consent of the governed are all included in such a program, in such a democracy of action.

In such a program is no place for the supervisor who uses autocratic measures to force the teachers to use his ideas in teaching democracy nor the classroom teacher who continually tells her pupils what to think. In such an educational program for democracy there is no place for this flood of propaganda of "The educated person will cherish this, his sympathies will strongly support that and he will show an active concern in these." Who says so? You, I and the other fellow. In such a school system all from School Board to pupil will have a part, according to each one's ability in planning, deciding, acting and reaping.

So I go back to my fifth grade room clear in my thinking that democracy is a program of activity depending for its progress on the quality and amount in which it is developed. We learn by doing and learning is a long and continuous process. Therefore, my pupils must have continuous practice in planning and carrying out their activities both as individuals and as groups. They must make choices, decisions, succeed and fail, take consequences and grow in democracy through activity. It must be a daily program, this training in Democracy, if we are to learn by doing.

But where does leadership come in you say. Oh, yes, we all have a right to leadership, chosen leadership that doesn't rob us of the right to make decisions. We also have a right to our social inheritance, the story of our country, of man's past with all its patterns and its warnings. And that is not propaganda which sets a pattern of the past for the present. Rather the new pattern has its roots in the experience and thinking of our pupils, educators and people as they practice democracy in these activities, in this constant search for a better way of life. So from now on my pupils and I plan and carry out this program of activities of individual and group interests and responsibilities, growing and sharing as individuals and as a group learning by living, living through learning, making a democracy where we are, going as far as we can with it. Is that the light? Well, it is my story. It is my answer to one question, and I am trying it anyway.

Winshipisms

There is nothing quite so vital to the schools of today and tomorrow as a high-class consideration of the importance of textbooks that are in keeping with the latest word in the life of the United States as the world moves forward.

•

Fault-finding is one of the worst mental habits of any teacher.

•

Greater cruelty may be inflicted with the tongue than with the rod.

•

The greatest work a teacher can do is to develop character in her pupils.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Undergraduates More Worried Than Inspired

The college students are home for their vacation. All are looking fine, which would indicate that much attention is being given to their physical well-being. Almost without exception, however, these young people are worrying about their marks.

Boys and girls who did well in high school, and who are plainly of college caliber and type, are talking and thinking continually about what rank they are getting in this and that subject. It isn't so much that they fear failure but they feel that they are not measuring up to the standards they have set for themselves and they think that they will disappoint their parents. This worry about marks seems to be a cloud that hangs over the heads of the majority of college students of my acquaintance, especially freshmen.

The great President Hyde of Bowdoin once said something like this: "What young people know when they leave college is not so important as what they love. What they know they will largely forget but what they love will influence constantly their whole lives." This, it would seem. is the main reason why we send our boys and girls to college,—we want them to learn to love the best things in life,—truth, beauty, right. We desire to have them take literature, for instance, that they may learn to love the noble thoughts and choice language of the great writers. Then we feel that the habits and attitudes acquired in college English classes will affect throughout their lives the kind of reading they do.

Worrying over marks never will develop in students a love for the good and beautiful. It is more apt to create a lasting aversion to the subject studied.

I am ready to offer a substantial prize to the college professor who will send back to me a young person who says nothing about the grades he is getting but who is glowing with enthusiasm about a new insight into truth, a fresh vision of duty, or a stronger faith in human destiny. It will take real intellectual and spiritual leadership to do that. Any one with some knowledge of subject matter can drive students through his course by prodding them with threats of poor marks.

Youth, Age, Need Each Other

"My children and I don't seem to have much in common," a father said to me. A great many parents of my acquaintance could say the same thing.

In an earlier day conditions were not the same. I worked beside my father in the field and joined him on fishing expeditions. He told me many things about the world around me, the family traditions, human nature, and the religious faith that he cherished. He set before me an example of patience and friendliness whose memory will always be an inspiration.

Benjamin Franklin tells in his Autobiography how his father used to invite people of consequence to the home for dinner in order that the children might profit from the conversation. In many modern homes the children eat by themselves when the parents have guests.

Most young people of today and their parents lead separate lives. They read different books, belong to different clubs, have different sports, and have different tasks, if indeed the children have any tasks at all. Between youth and adulthood there is a great gulf fixed.

All this is most unfortunate. The young need wisdom and caution of maturity while adults need the vision and enthusiasm of youth.

There is now and then a teacher who acts *in loco parentis* in the matter of being companionable with youth. You see the boys and girls around her desk at recess and you find her helping them decorate the hall for a class dance. She is available outside of school to assist with difficult assignments. Of all teachers those to be prized the most greatly are the ones who are the helpful companions of the young.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Deserving Your Public

In too many instances the public does not support the schools wholeheartedly. That reacts against the teaching personnel, development of the curriculum, expansion of the physical plant and educational achievement; it impresses unfavorably non-residents who are looking for new homes and business men looking for new sites. To remedy the situation is a vital challenge to the administrators of education. Several approaches are valuable:

(1) Make a supreme effort to secure a high degree of educational achievement on the part of every child. Parents are proud of their children—they want them to learn a great deal—they praise the teachers and the school when their children progress rapidly and berate them when their children fail to achieve. We need to tap all resources to enable each child to make high grades in every subject —then parents will praise the schools liberally. Clearly here I can hear some teachers saying, "I

have three that can't learn." Don't be too sure—they learn other things.

(2) Every teacher should proceed with his work in such a way that each child will admire him—almost worship him. This will cause all children in the community to praise every last teacher in the system. What a difference that will make! This doesn't mean lowering any standards—it means honesty, impartiality, culture, wisdom, a sense of humor, firmness, friendliness, high standards of discipline, work, achievement—it means raising the standards.

(3 Frequent parties, exhibits and free entertainment at the school are valuable. These enable the parents to become familiar with each other, with the teachers, with what the school is trying to do and with what it is doing. If the parents see what they ought to see when they visit school they will become boosters. Need I tell you what they ought to see? I believe not, but if there is any doubt ponder this: a good many people still want their children to learn to read, spell, write well, use good English, understand arithmetic and know whether Chicago is a city or a new type of cheese.

Build Vocabulary

Words are important. With them we express our feelings, emotions, hopes and thoughts—with them we try to mold opinion, influence the conduct of others and shape our own destiny. How important then that one know an endless number of words, that he can choose the proper one for each occasion and that the choice always is quick and easy.

The child who masters ten new words each week of school will have a minimum vocabulary of 4300 words and a maximum of possibly 5500 words by the time he finishes high school.

That ought to help him say the right thing—if not always at the right place. Vocabulary is important—every teacher should follow some type of systematic plan for increasing it.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

When Not to Scold

Q.—I believe that scolding or punishing a child for neglecting his work in spelling or arithmetic is justified. Do you agree with me?

A.—No; I should like to see all such matters taken out of the pale of morals and put into the bucket of learning where they belong. Though some punishment seems desirable for conduct which annoys the rest of the group, even punishment then is not always effectual. Anyway, I believe teachers should limit rebukes and punishments at school to behavior.

Chained Reading Books

Q.—Will you tell me what you think of the practice in some schools (in some places by decree of legislature or local board of education) of forbidding children of the early elementary grades to take their reading books home with them.

A.—I consider it an atrocious rule. Instead, the children should be encouraged to take their books home to read from them for pleasure to their parents or to a baby brother and sister. As with books of the public library, the parent could be held responsible for the proper care of this public property. A school book in the home may afford closer family comradeship. In many a home it will be the only book to be found there. By forbidding children to take their books home, you punish first of all the "poor," the very ones whom free text books are designed to help.

If You Want Book List

Q.—As a high school teacher, I desire a selected list of books on the adolescent, books such as parents, as well as I, can read with profit.

A.—This teacher thoughtfully enclosed a self-addressed stamped envelope. The list was sent. Any one else writing me in this manner, in care of THE JOURNAL OF EDUCATION, may have a copy of this list.

Fears of Home Reading

Q.—If children of the primary grades take home their basal readers won't they be apt to learn to read by some bad methods? Won't they find reading from the books less interesting at school?

A.—If the method of reading at home is different from the school's it is not necessarily a bad method. It might, indeed, be a better one. Anyway, good teaching aims at variety of approach and appeal. If the child learns to read what does it matter how he arrived at it? Some of the greatest men and women of the world learned to read by all sorts of ways, many of them spelling out the words which their busy mothers pronounced for them.

In case the child has merely memorized the story to be read at school the next day he should be all the better fitted to learn the words, phrases and sentences which tell this story. The resourceful teacher would capitalize such equipment in teaching a child to read at school. Some adults have taught themselves a foreign language by translating very familiar passages of their own language into the foreign language or vice-versa. Some successful reading methods, indeed, begin with having the child memorize a sentence before he learns to read it, or translate the symbols (words, phrases, sentences) which make it up.

As for interest, the young child enjoys the familiar most. He likes to hear and read over and over again the same stories.

The News Digest SECTION

How To Behave At A Bombing

NEW YORK.—"The Art of Saving Your Neck" or "Ducking Bombs with the Greatest of Ease"—these are likely names for a new college course offered at Pratt Institute here.

Officially, however, it's catalogued "Air Raid Precautions." There'll be instruction in such things as building bomb shelters, protection of buildings, what to do in a blackout, camouflage, fighting fires and gases, and military practices.

In charge is Architect Erling Iverson, recently returned from Europe. He planned the instruction "for the convenience of students who are interested in architectural and technical training for national defense." Army officers, he says, will assist with lectures.

Latin Teachers Needed In Colleges

KENT, OHIO. — Latin, often considered a "dead" language, nevertheless is so popular in colleges that the demand for teachers far exceeds the supply, according to Dr. Lester H. Munzenmayer of Kent State University.

"Surveys show that if a student can succeed in Latin or in science he probably will make a success of his entire college program and will do a thorough job of educating himself," says Dr. Munzenmayer, director of teacher placement at the university.

U. S. Urged Not To Draft Students

SPOKANE, WASH.—Dr. Lee Paul Sieg, President of the University of Washington, said he believed the United States would be pursuing a short sighted policy if it takes university undergraduates from school to serve in the Army.

"National defense is more than mere manpower—the training of men to shoot guns," Dr. Sieg said. We need leaders more than anything.

"Although the colleges and universities produce about 9,000 Reserve officers a year as compared with 400 each from West Point and Annapolis, the draft law makes no provision for these potential leaders."

"I am not asking special consideration for these young men, except the consideration the Government owes itself."

PEEP-HOLE BOOK CRITICISMS SCORED BY HARVARD BULLETIN

CAMBRIDGE. — Attacks on school textbooks of American Government and history for their departure from the "true American line" are decried as "peep-hole criticism" by the editors of the Harvard Alumni Bulletin, official organ of 50,000 Harvard alumni.

The National Association of Manufacturers, the American Legion, and the Daughters of the American Revolution are "intent on using schools for inculcation of sound doctrine," says the Bulletin.

Such organization should abandon their "peep-hole criticism, the kind that wastes resources and attention on some single item" for a "general and co-operative effort to improve the schools at many points," the Bulletin suggests.

An attack on the textbooks of Dr. Harold O. Rugg of Teachers College, Columbia, by the American Legion Magazine is cited by the Bulletin as evidence of "peep-hole criticism."

"Time was when nothing taught in the schools was controversial," the Bulletin recalls, "but that was long ago . . . We have moved so quietly toward universal education that the public has no well-developed understanding of the problems school administrators have to deal with in a modern system.

"To complicate their business by attacks à parti pris is not a service; but to come to their assistance open-mindedly and sympathetically at points where they are most beset by special pleading and by covert threats would be a help indeed."

200 Disputed Texts Disappear from School

SUNBURY, PA.—A year-long controversy between American Legion officials and citizens and the Sunbury School District over the contents of social science textbooks took a new twist today with the disappearance of the books.

Chief of Police M. W. Beers, who also is commander of the Legion post here, said 200 of the books, valued at $300, were missing from four classrooms of the junior high school when it was opened following the New Year holiday.

The Legion post protested some time ago that the textbooks in question taught "un-American and subversive" doctrines. A citizens' committee took up the protest and presented its objections to the Board.

Asks Teachers Do Job Study

BOSTON.—Boston's public schools should be closed for a month to allow teachers to visit industrial concerns in search of job opportunities for their students, School Committeeman Joseph Lee, Jr., told the Boston School Committee recently.

A program of vocational guidance started with a "bang" and then lapsed, so that at present facilities are "inadequate," Mr. Lee asserted. Many of the 8,000-odd students who will graduate next June are floundering about, unable to determine for what kind of work they are best fitted, he declared.

By talking with employers teachers could learn industrial trends and where the greatest opportunities for young people lie, Mr. Lee urged.

HOLMES CHARGES MEDIOCRITY AND LOCALISM HAMPER U.S. EDUCATION

CAMBRIDGE, MASS. — "The social earthquake" now rocking civilization finds American education founded on the sand of mediocrity, inequality, and unimaginative leadership, Dr. Henry W. Holmes, retiring Dean of the Harvard Graduate School of Education, said in his final annual report.

"It is idle to go on with talk about our schools as if they were the bulwark of democracy," Dr. Holmes declared. "Our lack of schooling is a threat to democratic institutions."

The "red glare of a revolutionary world conflict," he added, has thrown "accusing light on all our national deficiencies."

Dr. Holmes retired last September after 20 years as Dean. His report, covering the year 1939-40, is seen in the Yard as a "last warning" to his fellow American educators—a last call for the thorough house cleaning which he sees as necessary to "the continuance and advancement of our civilization."

Dr. Holmes' indictment of American education, as explained in his final report, contains these principal accusations:

1. It fails to offer equal opportunity to every American child. "The fact is that our education is not nationally complete or even moderately suggestive of a national equality of opportunity."

2. It is locally controlled, often dominated by petty city and state politics. "The people of this Nation still need to be persuaded that education is in fact a national responsibility."

3. Fundamental problems are not challenging the thinking of enough leaders. "There are problems of finance, . . . relations between schools and industry, . . . the development of tests for guidance, revision of curricula materials, and the general re-thinking of the educational undertaking."

4. "Teaching as a process is too narrowly conceived as 'courses' and the daily program of the school too rigidly confined within a single pattern."

5. Training of teachers is perfunctory. "A wind from some horizon of a larger view of human values needs to blow across our teacher-training campuses."

Train Students In Citizenship

CHICAGO.—Educators are carrying the defense program into the high schools of the nation.

They are not preparing to teach military subjects, however. The task they have assigned themselves is to train students to be better citizens in a democracy.

The first part of the program, now under way, is the preparation of materials for teachers to use in this effort. United in this undertaking are some of the leading social scientists of the universities and outstanding high-school teachers. The General Education Board is financing the project, and two important affiliates of the National Education Association are giving full co-operation. These are the National Council for Social Studies and the National Association of Secondary School Principals.

New Hampshire U. Teaches By Skits

DURHAM, N. H.—An experiment in education by skits was inaugurated at the University of New Hampshire recently as undergraduates dramatized proper study methods before a freshman assembly.

For some time Registrar Everett B. Sackett has felt that the usual lecture and conference process of teaching first year men and women good study and social habits has been ineffective. His idea is that through entertaining skits the lessons may be more lasting.

The skits are entirely of student nature, about freshmen and acted by freshmen. The first of the series, which was presented Saturday, illustrated the result of the lack of proper study—the suspension of a student.

Titled "The Wages of Procrastination," the original skit was written by Sidney Dimond of Concord, a sophomore, and directed by Barbara Anne Shields of Berlin, a graduate student in English and dramatics.

Educational Modes Called Inadequate

PASADENA, CALIF.—American college executives were told recently that present educational methods are inadequate to meet the needs of true democracy.

Speakers at the 27th annual meeting of the Association of American Colleges called for a new approach to educational problems in view of the world situation and the nation's military program.

"We are making a mighty effort to arm ourselves against military invasion, but this effort will be in vain if, in the process, we fail to educate our citizens far more effectively than at present to preserve the democratic ideal of human dignity and value," said Dr. Theodore M. Greene, Princeton University philosophy professor.

New Teachers Must Be Residents

CAMBRIDGE, MASS.—The Cambridge School Committee voted recently, 5 to 1, to require teachers appointed hereafter to move into Cambridge. Russell A. Wood, a Committeeman, opposed the plan as likely to work hardship on new teachers.

7 out of 104 Picked In Principal's Test

NEW YORK.—Following a series of examinations, called the most rigorous ever held for a New York City teaching candidate, seven out of an original group of 104 men and women have been passed by the Board of Examiners for high school principal posts.

Paying $10,000 annually, the principal's positions are considered among the most desirable in the local school system. In the past the Board of Superintendents selected the candidates, and then sent the names to the examiners. From time to time the two boards would get into a deadlock, as the examiners occasionally refused to grant a license to the superintendents' choice.

This year for the first time the Board of Superintendents adopted a modified merit plan to choose the candidates. Cooperating with the examiners, the superintendents went through the original list of 104 names,

and from that culled the twenty educators they deemed best qualified.

From then on the work fell upon the board of examiners. A number of tests were arranged, both written and oral. Questions relating to administration, instruction, management, and organization were asked. The examiners entered the classrooms and observed actual teaching. Moreover, they also tested the candidates' ability to "think on their feet."

Polish Children Barred from Schools

LONDON.—A parallel between the instruction Germany imparts to German youth and that to the youth of the seemingly conquered is drawn by a pamphlet just issued by the International Transport Workers Federation of London.

The pamphlet declares that Polish children whose fathers were carried off to enforced labor in Germany are entirely barred from the schools of the Province of Poznan (re-named by Nazis "Warthe-Gau") and the city of Magdeburg, and then quotes an address made to the teachers of the province by the head of the school board:

"Teachers must consciously adopt a stern attitude, inwardly and outwardly. The achievements of the German sword would be in vain if we were to remain the sentimental Germans of the Wilhelmian period and 1918.

"The triumph of the sword can only be consolidated by a people steeled ideologically and as a nation.

"This is a process which cannot be completed in one generation, but will only attain its historical significance over a period of hundreds and thousands of years if we succeed in passing this inflexible toughness on in the hearts of our youth."

Parents Who Sent 9 To 1 College Honored

SEATTLE, WASH.—For sending nine sons and daughters through the University of Washington, Mr. and Mrs. John H. Reid of Seattle, were awarded the honorary degree of "Parents' extraordinarii" by the university.

It was the first such award granted by the university since 1889. The only other recipients were the late Marshal Ferdinand Foch, French world war hero, and Frederic James Grant, an early Seattle newspaper editor.

Schools Losing Drill Instructors

BOSTON.—Because so many military drill instructors have been called into active duty with the army, drill classes were without regular instructors in Charlestown and Brighton high schools, Boston Trade school and the High School of Commerce, Supt. Arthur L. Gould announced recently. At his suggestion, the school committee voted to assign trained men in the school system to the work, without change in rank, though with additional compensation of $2 a day.

Shakespeare's Vocabulary

EVANSTON, ILL.—The vocabulary Shakespeare used in writings was only 25 per cent of that of an educated present-day adult, according to Dr. Robert H. Seashore, associate professor of psychology at Northwestern University.

Dr. Seashore and his collaborator, Miss Lois D. Eckerson, have completed seven years' work on a vocabulary test. Persons taking the test had an average vocabulary of about 60,000 words, exclusive of derivatives, while Shakespeare used only about 15,000 such words in his plays, they found.

"It should be remembered," Dr. Seashore said, "that older writers had a much smaller English language to draw from, and that we know nothing about the number of additional words which they could have used if necessary, or at least understood."

The third word on each of the 1378 pages of an unabridged dictionary was selected for the test, which was given to more than 500 college students.

NEW SCIENCE TEACHING PROGRAM BEING CARRIED OUT IN SCHOOLS

NEW YORK.—New and far-reaching methods of teaching science in the secondary schools of this country are being evolved through a nation-wide eight-year study in this field, made possible by a $160,000 General Education Board grant. How science is influencing society today and what place the subject should hold in the classroom are being explored at great length.

Back in 1935 the Bureau of Educational Research in Science was formed, with Dr. Samuel Ralph Powers of Teachers College as director. An advisory committee containing some of the most prominent educators in America, headed by Dean George B. Pegram of Columbia University, was organized to give direction to the bureau.

Last Fall the first phase of the project ended. Over a five-year period experts surveyed the entire field, analyzing the procedures and practices found in high schools, and drawing up new curricum suggestions. Each Summer leading science teachers met in workshops, where the whole area could be carefully considered in the light of theory and practice.

Now the final, and in many respects the most important, phase of the study has been undertaken. Twelve school systems in different sections of the country are cooperating experimentally in a completely new method of teaching the natural sciences.

Cities cooperating are Cleveland, Cincinnati, Bloomfield (Mich.), Detroit, Hammond (Ind.), Indianapolis, Philadelphia, Trenton, Winnetka (Ill.) and New York City. Locally the Bronx High School of Science and the Fieldston Ethical Culture School will enter the experiment.

In each instance the project will continue over a three-year period. At the end of that time the children will be tested to see if they have profited by the program. Moreover, an evaluation is to be made of the changes that may take place in the community itself.

In effect, the community will become the laboratory for the young pupils, supplementing the traditional test tubes. The barrier between natural and social sciences will be dissolved; the conventional method of treating chemistry, physics, biology, astronomy or geology as separate, independent subjects will go by the board.

BOOK REVIEWS

The Emerging High School Curriculum

A volume that challenges administrators and teachers to break away from old patterns and remodel high school curricula to meet the needs and interests of growing boys and girls, is "The Emerging High School Curriculum" by Harold Spears of the Evansville, Indiana, school system.

Mr. Spears believes the next ten to twenty-five years will be a most pivotal period in the development of secondary education, and that any one privileged to play a leading role in this connection should consider himself fortunate.

Illuminating examples of the new type of program are described in the book. These are drawn from high schools in rural sections and great industrial centers.

Essentially the emerging plan seems to include a core curriculum and a set of electives. It shows a tendency to integration, flexibility, informality and cooperativeness.

The book is sufficiently definite to be of genuine assistance to principals and other school authorities desiring to move forward with the trend of the decade in high school reorganization. The reader will feel that the ideas offered are undergoing tests in everyday situations and are not merely Utopian.

THE EMERGING HIGH SCHOOL CURRICULUM. By Harold Spears.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Plane Geometry

The subject matter of geometry remains pretty much the same as in Euclid's day. But in recent years there has been a great deal of streamlining in the manner of presenting the study. Noteworthy among the texts representing modern treatment of plane geometry is this one by Welchons and Krickenberger. Attractive in cover and typography, the book smooths the way for the learner by means of an informal introduction and by careful attention throughout to step-by-step development. Theorems are rigorously proved, but in a fashion to focus the mind of the learner upon the right choice of method and to steering away from rote memorization. Starred propositions and the arrangement of exercises in three groups render the text adaptable to pupils of varying abilities.

The elements of simple trigonometry are given less perfunctory handling than is customary in geometry manuals. Glimpses of three-dimensional geometry are caught along the road by those who travel with this text, and there is even a brief excursion into analytics. The book provides everything from a minimum course to a maximum one.

It is a text that should increase reasoning skills and confer mastery of geometric forms and principles.

PLANE GEOMETRY. By A. M. Welchons and W. R. Krickenberger, of the Arsenal Technical High School, Indianapolis, Ind. — Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Science Unitexts

Fresh, beautiful and enthralling are the brochures of the "Basic Science Education Series," sixteen of which have so far been issued while forty-nine others are in preparation.

What pupil whose interest has been aroused in a mammoth or a dinosaur would not like to read the principal known facts about "Animals of Yesterday" in the forty-page unit bearing that title? Merely to look at the illustrations is to gasp with wonder and excitement. Better still, the text by Bertha Morris Parker is clear, simple and makes good the promise of the pictures.

The "Unitexts" already published include:—Insect Friends and Enemies, The Sky Above Us, Ask the Weather Man, Beyond the Solar System, The Earth's Nearest Neighbor, Seeds and Seed Travel, and others.

They are graded for intermediate and junior high pupils, but the demarkation is so light as to admit of much flexibility.

Scientific knowledge has here been attractively packaged and brought within reach of boys and girls in gratifying fulness. It is a modern idea, carried out in a manner to be both appealing and effective.

THE BASIC SCIENCE EDUCATION SERIES. By Bertha Morris Parker, University of Chicago, and others. —New York, San Francisco, Evanston, Illinois: Row, Peterson and Company.

The Teacher in the Modern Elementary School

How shall we redefine the goals of education—how teach more vitally and in a manner to reach these goals?

Such are the practical questions to which Robert Hill Lane gives helpful answers in his new book, "The Teacher in the Modern Elementary School."

This book should prove a stimulating guide to those teachers who desire to improve their methods and make fuller use of modern resources. The suggestions are sufficiently concrete to be applied or adapted readily. Nor is there any apparent reason why the type of teaching here advocated could not take place in a school where the majority of teachers followed more traditional patterns.

The author presents to the teacher an appealing view of educational opportunity as it exists today. He lays emphasis upon the teaching of basic subjects, devoting a chapter or more to each of the principal subject fields and suggesting units of work which should prove practicable and valuable in actual use.

Professor Lane's philosophy of education avoids the pitfalls found at either extreme of progressiveness or reaction. He strives to test every educational procedure by its service to the individual pupil and the community.

The style is unusually alert and readable and the ideas likely to be tried out in one form or another in many a classroom—not to the revolutionizing of education but to its decided improvement.

THE TEACHER IN THE MODERN ELEMENTARY SCHOOL. By Robert Hill Lane. — Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Pupil Personnel and Guidance

This is not a book of techniques for those who would acquire the expert skill of a modern guidance officer. Rather is it a book of insight into the nature of the problems growing out of life's complexities and the need of equipping all sorts of different and indifferent children for coping with this environment as well as their varying abilities permit.

Anyone who read the article by this same author, Dr. Ruth Strang, in THE JOURNAL OF EDUCATION for November, 1939, titled "The Art of 'Learning' Children," would have been able to predict the common sense and human sympathy that are at the core of this new volume. Directed as it is at teachers and administrators, either in service or in preparation for service, the treatise gives them a point of view and a grasp upon what each of them—teacher, principal, superintendent, home-room teacher, dean or guidance officer—may well contribute to the children's development, self-discovery.

The book gets down to cases, is well stocked with practical suggestion, and should add to the effectiveness of any educational worker.

PUPIL PERSONNEL AND GUIDANCE. By Ruth Strang, Teachers College, Columbia University.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Teacher and Community

Relations between a school and the community it serves are extremely important, not only to the school but to the community. Hence the value of a book that discusses those relations and suggests practical ways of making them closer and more effective. Such is the task undertaken by Professor Stout.

Beginning with a development of the thesis that every teacher is or should be an interpreter of the school and a community builder, the author presents the need of promoting mutual understanding and goes on to tell how it can be accomplished—through visits in the homes of children, through open house occasions, through parent-teacher groups, through the use of newspapers and other media, and in other ways. Especially helpful is the chapter that points out what kinds of information the public wants about its schools. It wants to know what they are doing to aid the health, happiness, growth and character of the boys and girls. It likes to hear how these ends are being furthered or attained.

But interpretation and understanding of the schools by the community, and of the community by the schools are not enough. There must be co-operation. How to secure this is a challenging, civic problem to which Professor Stout devotes his attention fruitfully in the concluding chapters.

By shedding light on the raising of community standards through teacher-and-community collaboration, this book should contribute to the better working of democracy in that aggregation of communities, the nation.

TEACHER AND COMMUNITY. By Dorman G. Stout, State Teachers College, Johnson City, Tenn.—Yonkers-on-Hudson: World Book Company.

A Singing School

If there be tuneful ways of cultivating democracy, surely the authors and editors of "A Singing School" have caught the secret of them. This new series of basic singing books is coming from the press — and the phonograph record factory—in attractive volumes. Your reviewer has before him *Merry Music, Our Songs,* and *We Sing,* plus accompaniment books and teachers' manuals and a fascinating album of records containing *"Our Songs"* to the number of seventy-seven.

The songs of this series comprise old favorites of our country, folk songs of many other lands also, and a large number of unfamiliar but sing-worthy pieces. There is a wide variety of theme, an abundance of the melody that lingers—but, most of all, an outpouring of happiness, good will, reverence, love and loyalty. The songs are introduced and interspersed with such informality and dash that children are bound to enter into the spirit of the quest for musical knowledge and for that song in the heart which should be everyone's heritage here in free America.

A SINGING SCHOOL. (Series) Edited by Theresa Armitage, Peter W. Dykema and Gladys Pitcher.—Boston: C. C. Birchard and Company.

A New Geometry

Changes not in subject matter but in teaching techniques cause one geometry text to become obsolete and another text to take its place. A brand new text that is decidedly modern in appearance and in presentation is Herberg and Orleans' "A New Geometry for Secondary Schools." In this text certain old hurdles of theorems that seemed not to need proof have been assumed—their proofs being removed to the appendix. Traditional division into five books has been abandoned in favor of a dozen better unified chapters. Perhaps the most striking single characteristic of the book is its grouping of the material on each page under a heading that is frequently intriguing of itself. Another strong feature is the discussion of certain types of argument from everyday situations quite outside geometry. Analysis of such common arguments broadens the usefulness of geometric study.

A NEW GEOMETRY, for Secondary Schools. By Theodore Herberg and Joseph B. Orleans.—Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Freedom, American Style

Would you have your high school class in English, or in social studies, really understand and more fully appreciate that glorious abstraction we call "freedom"? To help you accomplish this important task, Professor Griffin has written "Freedom, American Style."

Not a textbook but a reader; it is of small and convenient size, and illustrated with cartoons. The style is interesting and easy and the material well chosen and well organized. In this volume, author and pupil think things through together—the pupil to come away with all the enthusiasm for what we have in America that he is capable of having aroused within him. He will have learned much about the struggles men have gone through in the past to win certain liberties, and what the retention of the liberties we enjoy in the United States today implies for every citizen. The book is an informal, straightforward revelation of the fact that we've got something here worth preserving, even if it costs much sacrifice.

FREEDOM, AMERICAN STYLE. By Alan F. Griffin—New York: Henry Holt and Company.

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

Ginn and Company
Boston

D. C. Heath and Company
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Henry Holt and Company
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Houghton Mifflin Co., Boston

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C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

Photography For Schools

WILSON-WAY SCHOOL PHOTOGRAPHY
CAMBRIDGE, MASS.

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

Grins Between Grinds

AMERICAN WAY

Boy—"Say, Dad, what does it mean when the paper says some man went to a convention as a delegate-at-large?"

Dad—"It means his wife didn't go with him, son."

WELL, WELL!

"You'd better lengthen those skirts, Mary," admonished mother.

"Why?"

"Some man may come in the office and mistake you for a little girl and try to take you on his lap."

"Well?"——

POLITICIAN PERHAPS

A colored preacher was hearing confession. In the middle of it, he stopped the young sinner, saying, "Young man, you ain't confessin'—you's braggin'."

FOOTNOTE

Johnny Jones: "Dad, what is the difference between a cat and a comma?"

Elder Jones: "I don't know; what is it, Johnny?"

Johnny: "A cat has claws at the end of its paws, while a comma is a pause at the end of its clause."

THE ALSO-CALLED

School Principal (praying at chapel exercises)—O Lord, bless those who are called on to teach.

Voice in Student Body—And don't forget those called on recite.

O.K. BUT —

The teacher turned on Freddie: "I shall have to keep you after class again today Freddie."

"O.K. by me," replied the ten year old. "I don't care, if you don't. But half the people in town already say we're going together."

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ISOBEL R. LAY, *Managing Editor*

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The Editors Say . .

Suppose we don't talk about ourselves or the copy of the Journal you have just opened.

Let's talk about *you*.

Maybe you are a newcomer to our circle of subscribers—one of several hundred joining us this month. If so, we welcome you to as democratic a company of readers as you could ever expect to meet. Of course you can't really meet them all, and that is unfortunate; for if you could they could talk with you about education and a thousand other matters as viewed from every State and Territory of the United States and from nineteen foreign countries. What sort of persons are they? That would be pretty hard to determine. Imagine trying to strike an average of an elementary school principal, a superintendent of schools, a high school library, a sister in a parochial school, a teachers' reading room in a high school, an office of a board of education, a professor of education and a junior high teacher. Yet that is a typical page from this magazine's subscriber list.

All sorts of individuals concerned with education for all sorts of reasons—and many of them playing highly important roles in carrying it on—look to our pages to give them information that they want. To do this with any degree of satisfaction or success keeps us on our toes.

Our own conclusion regarding the "average" Journal reader is that he or she is above the average professionally, and that the chief characteristic of a Journal reader is—that he or she reads the Journal.

Anyhow, you're a fine lot of folks and here's hoping we can keep on giving you more and more nearly what you really want and not just what we think you ought to want.

By the way—why not drop us a few lines to *tell* us what you, personally, would like to see in the Journal. You may even have a message or an article for your fellow readers.